

Scoring/Screening Criteria for External Evaluators – State-Level Application

These *Scoring/Screening Criteria* will be used as the basis for rubric development for both the state-level individual application and the state level-organizations and educational consortia application. These criteria may be helpful to applicants in understanding the intent of the *Written Questions* and in meeting other requirements of the application. Please note that no one individual is expected to have the range of experience or expertise that is implied by all of the scoring/screening criteria.

Minimum Qualifications Education Code 52053.5	Questions for State-Level Application for both Individuals and Organizations/Educational Consortia	Scoring/Screening Criteria <i>Clear and consistent evidence of:</i>
<i>Recent successful professional, managerial or governing board experience in improving school achievement</i>	<p>1) <i>Individuals and Organizations/Educational Consortia</i></p> <p>What are the first steps you envision taking in your role as an external evaluator in helping to conduct a comprehensive needs assessment and develop a long-range action plan that will significantly improve student achievement in reading/language arts and mathematics?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of the external evaluator role as specified in Senate Bill 1x <input type="checkbox"/> Specific, recent experience facilitating the preparation of comprehensive consensus-based school or district action plans <input type="checkbox"/> Ability to help the school and community analyze and use data to make decisions <input type="checkbox"/> Knowledge and experience with state and federal school improvement programs <input type="checkbox"/> Knowledge and experience with fiscal management <input type="checkbox"/> Understanding of systemic change in schools
<i>The ability to assist a school to systematically align curriculum, instruction and assessment</i>	<p>2) <i>Individuals</i></p> <p>Describe significant efforts you have made to help a school systematically align curriculum, instruction and assessment to standards.</p> <p>2) <i>Organizations/Educational Consortia</i></p> <p>Describe significant efforts your organization has made to help schools systematically align curriculum, instruction and assessment to standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prior success in creating alignment between curriculum, instruction and assessment in a school or district <input type="checkbox"/> Knowledge of state and local content and performance standards <input type="checkbox"/> Knowledge of standards-based curriculum frameworks in reading/language arts and mathematics <input type="checkbox"/> Knowledge of successful research-based teaching practices and professional development practices <input type="checkbox"/> Knowledge of multiple assessment practices

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<p><i>Demonstrated experience in working with diverse populations.</i></p>	<p><i>3) Individuals and Organizations/Educational Consortia</i></p> <p>Explain at least one strategy in each of the following three areas that you have used with a school in need of corrective actions to (a) engage the school community, including parents; (b) foster an awareness of the need for building a more inclusive school environment, and (c) build consensus with the school community about the steps it needs to take to significantly improve students' achievement.</p> <p><i>4) Individuals</i></p> <p>Describe successful research-based instructional strategies you have used to plan and/or implement programs for linguistically or culturally diverse students.</p> <p><i>4) Organizations/Educational Consortia</i></p> <p>Describe successful research-based instructional strategies your organization or educational consortium has used to plan and/or implement programs for Linguistically or culturally diverse students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Commitment to academic achievement for all students <input type="checkbox"/> Successful implementation of strategies that help to build consensus among all of a school's stakeholders <input type="checkbox"/> Ability to use disaggregated data to inform decision-making <input type="checkbox"/> Successful implementation of strategies that successfully involve parents in decision-making at a school <input type="checkbox"/> Understanding of issues and strategies for working successfully with diverse student populations to promote academic achievement <input type="checkbox"/> Ability to foster collaboration <input type="checkbox"/> Excellent written and oral communication skills appropriate to local contexts <input type="checkbox"/> Understanding and experience with successful research-based instructional strategies for linguistically and culturally diverse students

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<i>The ability to carry out duties relative to the standards and criteria for the following areas:</i>	<p>5) <i>Individuals</i> For three of the following six areas, describe accomplishments and how they have directly and positively impacted students:</p> <p>5) <i>Organizations/Educational Consortia</i> For each of the following six areas, describe your organization's or educational consortium's accomplishments and how they have directly and positively impacted students:</p>	
<i>I. Governing board policies</i>	<p><i>I. Individuals</i> How have you helped a school district to improve its <i>governing board policies</i> by serving on task forces, advisory committees, or participating in other efforts?</p> <p><i>I. Organizations/Educational Consortia</i> How have you helped a school district to improve its <i>governing board policies</i>?</p>	<p>Prior successful experience helping a school to improve its governing board policies, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing and implementing governing board vision <input type="checkbox"/> Understanding board policies that support students' achievement of standards <input type="checkbox"/> Promoting effective relationships among students, teachers, parents, community, staff, district and school administrators, and collective bargaining groups <input type="checkbox"/> Demonstrating commitment to the maintenance of facilities and to providing access to materials, technology, and equipment that support students' learning <input type="checkbox"/> Demonstrating commitment to providing a climate that is safe for learning

<p>II. Curriculum management</p>	<p>Individuals and Organizations/Educational Consortia</p> <p>II. How have you helped a school or district to improve its <i>curriculum management</i>?</p>	<p>Prior successful experience helping a school to improve its curriculum management, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligning curriculum, instruction and assessment to standards and frameworks <input type="checkbox"/> Providing access to a rigorous curriculum and opportunity to learn for all students <input type="checkbox"/> Understanding teaching expertise needed to provide effective standards-based instruction in multiple ability classrooms <input type="checkbox"/> Providing opportunities for English language learners to learn English and the core curriculum <input type="checkbox"/> Monitoring student progress and providing effective research-based interventions when needed <input type="checkbox"/> Providing students with multiple opportunities to demonstrate understanding <input type="checkbox"/> Establishing student data management system which allows for use of disaggregated data on multiple measures <input type="checkbox"/> Integrating technology <input type="checkbox"/> Providing a variety of curricular options offered for students and parents <input type="checkbox"/> Establishing school-to-career connections (especially at the secondary level) <input type="checkbox"/> Articulating among classrooms, grade-levels and Pre-K-12 schools
<p>III. Fiscal management</p>	<p>Individuals and Organizations/Educational Consortia</p> <p>III. How have you helped a school or district to improve its <i>fiscal management</i>?</p>	<p>Prior successful experience helping a school to improve its fiscal management, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allocating resources, including categorical <input type="checkbox"/> Budgeting resources effectively to support school programs, including the purchase of instructional materials <input type="checkbox"/> Prioritizing resources in the best interests of students <input type="checkbox"/> Consolidating planning processes <input type="checkbox"/> Creating coherence among multiple funding sources to achieve the academic goals and vision of the school or district

IV. <i>Parental and community involvement</i>	<i>Individuals and Organizations/Educational Consortia</i> IV. How have you helped a school or district to improve its <i>parental and community involvement</i> ?	Prior successful experience helping a school to improve its parental and community involvement, including: <ul style="list-style-type: none"> <input type="checkbox"/> Providing training to parents in how to help their children succeed in school <input type="checkbox"/> Providing outreach to extend the representation of parent and community groups to reflect the diversity of the student population <input type="checkbox"/> Working with parents in or through their primary language <input type="checkbox"/> Involving parents and community in school decision-making <input type="checkbox"/> Offering training support to parents so they may perform in leadership roles <input type="checkbox"/> Developing and implementing parent education strategies
V. <i>Personnel management</i>	<i>Individuals and Organizations/Educational Consortia</i> V. How have you helped a school or district to improve its <i>personnel management</i> ?	Prior successful experience helping a school to improve its personnel management, including: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying professional development relating to students' learning needs in reading/language arts and mathematics <input type="checkbox"/> Supporting professional development in the classroom <input type="checkbox"/> Providing support for beginning teachers <input type="checkbox"/> Establishing mentoring processes <input type="checkbox"/> Implementing equitable policies for assigning staff <input type="checkbox"/> Developing staff commitment to each student's learning <input type="checkbox"/> Developing and implementing personnel evaluation practices aligned to goals and outcomes
VI. <i>Facilities management</i>	<i>Individuals and Organizations/Educational Consortia</i> VI. How have you helped a school or district to improve its <i>facilities management</i> ?	Prior successful experience helping a school to improve its facilities management, including: <ul style="list-style-type: none"> <input type="checkbox"/> Assessing availability of materials, space and equipment to support student learning <input type="checkbox"/> Analyzing resources crucial for school's operation <input type="checkbox"/> Developing community support for bond issues

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<i>In a school that has an English Language Learner pupil population that constitutes at least 40 percent of the total student population, an external evaluator also shall have demonstrated experience in working with English Learner pupil populations.</i>	<i>Individuals and Organizations/Educational Consortia</i> 6) Describe how you would evaluate the effectiveness of programs for English Language Learners.	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of successful research-based teaching practices and professional development practices for English Language Learners <input type="checkbox"/> Knowledge and experience helping English Language Learners to meet grade-level academic content and performance standards <input type="checkbox"/> Knowledge and experience with English language development programs <input type="checkbox"/> Knowledge of English language development standards <input type="checkbox"/> Knowledge of assessment practices for English Language Learners <input type="checkbox"/> Knowledge and experience designing and conducting evaluations of programs enrolling English Language Learners